Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_ Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_

The School District of Janesville staff and administrators may use the results of this self-assessment to differentiate 21st Century Skills staff development options. The answers will determine a level of proficiency along the Technology and Learning Spectrum with Level 4 being the most advanced and as a result, the teacher could, if willing, teach others. The answers will also be analyzed to prioritize district wide staff development options for the Library Media and Instructional Technology Plan: 2009-2012.

**Technology and Learning Spectrum**

* **Level 1: Pre-awareness**
* **Level 2: Literacy:** Administrators, teachers and students know and apply basic software application skills. **They are technology users.**
* **Level 3: Adaptation:** Administrators, teachers and students learn new aspects of the current applications or new tools easily that support traditional learning. **They are information consumers.**
* **Level 4: Transformation:** Administrators, teachers and students work together to create innovative 21st Century learning environments that would be impossible without technology. They are willing to teach others what they know. **They are information producers.**

**Choose the level that best describes your current understanding of**

**1. Word Processing** (*Microsoft Word*)

* Level 1: I do not use a word processor, nor can I identify any uses or features it might have which would benefit the way I work.
* Level 2: I occasionally use the word processor for simple documents that I know I will modify and use again. I generally find it easier to handwrite or type most written work I do.
* Level 3: I use the word processor for nearly all my written professional work: memos, tests, worksheets, and home communication. I can edit my document using commands such as: copy and paste, find, undo, and “save as.” I can spell/grammar check, and change the format of a document. I can paginate, preview and print my work. I can use tables within my documents. I feel my work looks professional.
* Level 4: I can save my document in a variety of formats including Word 2007 (\*.docx), Word 97-2003 (\*.doc), PDF (\*.pdf), Web page (\*.html) Text (\* .txt) or Rich Text Format (\*.rtf ) so that others, who may not use the same word processor, can access the information. I take advantage of collaborative writing/editing environments when available. I have used Auto Summarize when looking for main ideas. I use the word processor not only for my work, but I also teach my staff, students or colleagues how to improve their own communication skills using the various word processing functions.

**2. Spreadsheet** (*Microsoft Excel*)

* Level 1: I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.
* Level 2: I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers.
* Level 3: I use a spreadsheet for several professional applications such as keeping a budget or analyzing student data. My spreadsheets use labels, formulas and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.
* Level 4: I can import a spreadsheet into a word processing document or presentation program when needed. I use spreadsheets not only for my work, but I also teach my students or colleagues how to use a spreadsheet to improve their own data keeping and analysis skills.

**3. Presentation Software** (*Microsoft PowerPoint*)

* Level 1: I do not use presentation software, nor can I identify any uses or features it might have which would benefit the way I work.
* Level 2: I can navigate through a pre-made presentation program. I can create a simple presentation using a program’s templates or wizards.
* Level 3: I can create my own computer presentations to accompany a lesson or presentation. The slides in my presentation use, sounds, dissolves, graphics, and text fields. I have recorded my voice in my presentation. I apply rules of basic design while authoring the presentation. The computer generated slides help reinforce or amplify my message. I can use a projector to display the presentation to a group.
* Level 4: I can hyperlink to other programs and to websites from my presentations. I teach my staff, students and colleagues how to produce effective presentations to communicate their knowledge to others.

**4. Desk Top Publishing** (*Microsoft Publisher*)

* Level 1: I do not use desktop publishing, nor can I identify any uses or features it might have which would benefit the way I work.
* Level 2: I occasionally use *Microsoft Publisher* for simple newsletters that I know I will modify and use again.
* Level 3: I use *Microsoft Publisher* for nearly all my newsletters. I can edit my document using commands such as: copy and paste, find, undo, and “save as.” I can spell check, and change the format of a document. I can paginate, preview and print my work. I feel my work looks professional.
* Level 4: I take advantage of collaborative writing/editing environments when available. I use *Microsoft Publisher* not only for my work, but teach my students and colleagues how to improve their communication skills using the program.

**5. Graphic Organizer** (*Kidspiration/Inspiration*)

* Level 1: I do not use mind mapping/graphic organizer or outlining software, nor can I identify any uses or features it might have which would benefit the way I work.
* Level 2: I understand the function of mind mapping/graphic organizer or outlining software and can add to information within one that has been pre-made. I can add or delete information in the template.
* Level 3: I use mind mapping/graphic organizer or outlining software for professional applications. I can create a simple original graphic organizer that has a professional application such as a family tree or outline for a paper. I can use Rapid Fire, insert a graphic, rearrange topics and subtopics, and print the graphic organizer in diagram and outline format.
* Level 4: I can use advanced features such as hyperlinks, notes, and transfer to a word processor. I use graphic organizers not only for my work, but have used it with students and colleagues to help them improve their thinking and organizational skills.

**6. Graphics and Digital Images**

* Level 1: I do not use graphics in my word processing or presentations, nor can I identify any uses or features that would benefit the way I work.
* Level 2: I can open and create simple pictures with the painting and drawing programs or pre-made clip art.
* Level 3: I use clip art and original graphics in my word-processed documents and presentations. I can use most of the drawing tools. I can take, import, edit, and use images from a digital camera in my work. I can use a scanner.
* Level 4: I use graphics not only for my work, but have taught my staff, students or colleagues how to improve their own communications by using appropriate graphics. I can use graphics and digital images to create a professional looking newsletter. I can do basic editing of digital video production.

**7. EMail** (*GMail*)

* Level 1: I do not use *GMail*.
* Level 2: I use GMail regularly and can:
  + read and delete messages
  + send, forward, and reply to messages
  + search for mail
* Level 3: I access GMail <https://www.google.com/a/janesville.k12.wi>.from home and other places outside the district to keep up with professional communication. I go to the district homepage [www.janesville.k12.wi.us](http://www.janesville.k12.wi.us) and look under the For Staff link to find the Gmail Access link. I attach documents to share information with my colleagues for collaborative review and editing.
* Level 4: I search for mail; organize my mail (conversations) with labels; create a Signature in Settings; create Contacts; create a New Group in My Contacts; add out of district Contacts to My Contacts; create events in my Gmail calendar and invite Guests (My Contacts) to the events. I teach others on a regular basis, tips I have learned.

**8. Ethical, Privacy and Internet Safety Understanding**

* Level 1: I am not aware of any ethical, privacy, or safety issues surrounding computer use.
* Level 2: I know that some copyright restrictions apply to computer software and the importance of keeping login names and passwords private.
* Level 3: I clearly understand the difference between Open Source and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds an individual or site license. I understand and enforce the School Board Policies on: *Technology Assisted Instruction* (Board Policy 6724, *Acceptable Use* (Admin Reg. 6724.1,) *Internet Safety* (Admin Reg. 6724.2, *Staff Conduct*: (Admin Reg 4120.1) and *Copyright* (Board Policy 6722, Administrative Reg 6722.1, 6722.2). I demonstrate ethical usage of all software and teach my students the legal, moral, and safety issues involving technology, social networks, and cyber-bullying. I have a personal philosophy I can articulate regarding the use of technology in education.
* Level 4: I am aware of other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues with my students and colleagues, at my professional association meetings, to parent groups, and to the general community.

**9. Cooperation, Coordination, and Collaboration in a 21st Century Learning Environment**

* Level 1: I do not understand the differences between cooperation, coordination, and collaboration or Universal Design for Learning Environment.
* Level 2: I cooperate with staff for planning access to the technology labs and library media center.
* Level 3: I work as a team player planning, implementing, and assessing Universal Design for Learning Principals and 21st Century Skills into my students’ learning activities.
* Level 4: I collaborate with ELL teacher, special education teacher, classroom teacher, learning support teacher and the library media specialist to implement Universal Design for Learning Principals that meet the needs of each individual student. I am an active participant in grade level and multi-disciplinary teams and I create an equal balance between inquiry and advocacy. I encourage other teachers to participate in collaborative projects that integrate 21st Century Skills. As an administrator I facilitate time for collaboration.

**10. Networks and Internet Basics**

* Level 1: I do not understand how networks work, nor can I identify any personal or professional uses for networks, including the Internet. I do not have an account on any network nor would I know how to get one.
* Level 2: I can identify some personal or professional uses for networks, and understand they may have a value to my students and to me. I have read some articles about the Internet in the popular press. I access the public library <http://www.hedbergpubliclibrary.org/> and school library catalog *(Destiny*). <http://destiny.janesville.k12.wi.us/> to locate quality resources.
* Level 3: I can describe what a computer network does and how it can be useful personally and professionally. I can distinguish between a local area network (LAN), a wide area network (WAN), and the Internet and can describe educational uses for each. I can describe the history of the Internet, recognize its international character, and know, to a degree, the extent of its resources. I know that I must protect my password, and should restrict access by others to my accounts. I understand that our network software is updated remotely and that the computers are turned on and off remotely for these updates to occur.
* Level 4: I use networks on a daily basis to access and communicate information. I can speak on a variety of Network issues to my staff, students and colleagues such as network security and why logging out when done using the computer and keeping passwords private is critical. I can serve as an active participant in a school or organizational planning group, giving advice and providing information about networks. I can recommend various Internet resources to others.

**11. State, District, and School Library Media Subscription Resources**

* Level 1: I have not used any Internet subscriptions provided by the state, public, or school libraries.
* Level 2: I have occasionally located useful information from Internet subscriptions provided by the state, public, or school libraries.
* Level 3: I can conduct an efficient search of Internet subscriptions provided by the state, public, or school libraries. I use these resources with my staff and students. (Check all that apply)
  + *Destiny websites*
  + *BadgerLink*
    - *Auto Repair Reference Center*
    - *EBSCOhost* (Professional journals and popular periodicals)
    - *KidSearch*
    - *ProQuest Newspapers* (state and national newspaper database)
    - *LitFinder*
    - *Novelist (K-8) and Novelist*
    - *Searchasaurus* (student magazines)
    - *Student Research Center*
    - *TeachingBooks* (children and young adult author interviews and lesson plans on books)
    - *Encyclopedia Britannica for Students*
  + *Atomic Learning*
  + *CultureGrams*
  + *netTrekker*
  + *Newsbank*
  + *SIRS*
  + *SIRS Discoverer (grades 2-5)*
  + *WiscCareers (Middle and High Schools)*
  + *World Book Online*
  + *World Conflicts Today*
  + *SurveyMonkey*
  + *Thinkfinity*
  + *Resources purchased for various schools including Parker and Craig patrons*
* Level 4: I have answered Level 3 appropriately and I collaborate with the Library Media and Technology Specialists to effectively use these resources with staff and students.

**12. Additional Instructional Software**

* Level 1: I do not use instructional software as a part of my instructional program, nor am I aware of any titles that might help my staff and students meet learning goals.
* Level 2: I use a few computer programs as an instructional supplement, as a reward, or with special needs children.
* Level 3: My students use the tools listed below to support their learning. The software allows me teach and/or reinforce concepts more effectively than traditional methods. When it is available, I use the software’s management system to help assess individual student performance. (Check all that apply)
* *Academy of Reading*
* *Academy of Math*
* *BoardMaker*
* *Harcourt Phonics Express* (Elementary)
* *KidPix* (Elementary)
* *Math Trek* (Grades 1-8)
* *Microsoft Photostory 3*
* *Microsoft Movie Maker*
* *Music Ace Maestro* (Elementary)
* *Notepad* (Music Teachers - Elementary)
* *Picture It*
* *Pix Writer (pilots at Jac, Jef, Ken, Lin, Wil)*
* *Oregon Trail* (Elementary)
* *READ 180*
* *ReadPlease*
* *Scholastic Keys* (Elementary)
* *Smart Notebook*
* *TimeLiner*
* *Word Maker*
* List other software you use
* Level 4: I use the programs listed above and seek out new programs for evaluation and adoption. I know sources of software reviews and keep current on developments in computer technologies through professional reading and conference attendance. I share my findings with other professionals and participate in the district software adoption process.

**13. Using Technology to Improve Student Writing**

* Level 1: I am not familiar with any technologies that would allow me to help my students improve their writing skills.
* Level 2: I ask that the final draft of some student writing assignments be word-processed. I do not expect or encourage my students to compose or edit using the computer.
* Level 3: I help students use the computer and improve their keyboarding skills in all phases of the writing process from brainstorming (*Kidspiration/Inspiration*), to pre-writing, drafting, revising, editing, and presenting (*Co-Writer*, *Draft Builder*, *Microsoft Word, Scholastic Keys, Microsoft Publisher or the Turnitin Write Cycle Suite – at the high schools* ). Technology enhanced activities may include the use of idea generators, graphic organizers, portable writing computers (*Alphasmart*, *Dana, Neo*), outlining tools, spelling and grammar check, desktop publishing tools, and webpage generators.
* Level 4: I store portfolios of my staff or students’ work electronically. I share successful strategies with others through print and electronic publishing and through conference presentations and workshops.

**14. Information Literacy Skills**

* Level 1: I am not familiar with the term information literacy, nor do I know why such skills are important.
* Level 2: As a part of my curriculum, I collaborate with the library media specialist to integrate Information Literacy Skills through implementing at least one problem-based research project. I am aware that there are electronic resources available to my students. We spend little time assessing the student’s process of learning.
* Level 3: My teaching strategies include at least one problem-based learning project, team-taught and assessed with the library media specialist. As a team we: (Check all that apply)
  + Co-teach the *Super 3* or *Big6* or *I-Search* Research Process (*Information Search Process* at the High School);
  + Design student projects that require higher level thinking skills;
  + Assess for documentation of print, oral, and electronic information sources;
  + Require the use of computer productivity software;
  + Assess the student’s progress;
  + Require the student’s to reflect on the process and product;
  + Require staff or students to use technology in order to share the results of their research with others.
* Level 4: When the opportunity arises, I reinforce information literacy skills on a daily basis. I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require 21st Century Skills. I share successful units with others through print and electronic publishing and through conference presentations and workshops. As an administrator I facilitate and observe these learning opportunities

**15. Information Literacy Skills Using Primary Sources**

* Level 1: When asking students to do research, I expect them to use secondary resources like books, magazines, or reference materials.
* Level 2: As a part of my teaching strategies, I teach some units, which require the collection and use of original data. I generally can predict the outcome of such projects.
* Level 3: My teaching strategies include at least two research projects that require the collection of original data to answer a genuine question. I may use tools such as: (Check all that apply)
  + computerized probes and sensors
  + online surveys
  + interviews
  + digitized sources of historical records
  + tools to record, organize, and communicate the data such as graphic organizers, databases and spreadsheets.
* Level 4: I require staff or students to use technology to share what they have learned. I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require the use of primary sources. I share successful units with others through print and electronic publishing and through conference presentations and workshops. As an administrator I facilitate and observe these learning opportunities

**16. Modification of Instructional Delivery according to “Universal Design for Learning Principals” (UDL)**

* Level 1: I have one or two effective methods of delivering content to my students. I do not understand what “Universal Design for Learning Principals” is. I do not use technology that requires I change my instructional methodology.
* Level 2: I have taught projects that are student-directed, small group oriented or highly individualized, but I primarily use teacher-directed, whole group instruction.
* Level 3: I use a variety of instructional delivery methods and student grouping strategies routinely throughout the year. I can differentiate and design activities and strategies that best fit both the learning objectives and the availability of the technology available to me.
* Level 4: I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to engage my staff and students and meet curricular goals. I work with a team of fellow teachers to create, modify and improve my practices in this area. As an administrator I facilitate and observe these learning opportunities.

**17. Assessment of Student 21st Century Learning Projects**

* Level 1: I evaluate my students using objective tests only.
* Level 2: I assess some student performances or projects using subjective criteria. I save some student work for cumulative folders and parent conferences, and print some electronically produced student work.
* Level 3: I use a wide range of assessments. I can use technology to help create assessment tools like checklists, rubrics, and benchmarks that help the students assess their own performance and allow our teaching team to determine objectively the students’ progress and content understanding. I ask students to keep both a physical and electronic portfolio of their work. I have a computerized means of aggregating performance data for my class. I modify my teaching activities and strategies, as a result of analyzing the data.
* Level 4: I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to help assess student learning. I work with a team of teachers to create, modify, and improve my work in this area. As an administrator I facilitate and observe these learning opportunities

**18. Differentiation of Instruction**

* Level 1: I modify my curriculum or instructional methods only for students with identified special needs.
* Level 2: I occasionally give students the choice of assignments in my class, but all class members (unless they are in special education) must meet the same learning objectives within the same time frame. Skill remediation is done during summer school or informally during or after school.
* Level 3: With the assistance of the student, parents, and appropriate specialists, I create a learning plan for each of my students. I track the accomplishment of learning goals in the plan using a computerized tool. I use this tool during parent conferences and for school or state reporting.
* Level 4: I provide suggestions about the content and design of the individualized planning and report tools. As an administrator I facilitate and observe these learning opportunities

**19. Fostering Home-School Communications**

* Level 1: I use the traditional methods of communication with my students’ homes: using the telephone, report cards, progress reports and print school or classroom newsletters.
* Level 2: I send Email to parents who request it in response to specific inquiries.
* Level 3: I maintain a parent/guardian mailing list to distribute information about learning in my classroom. I maintain a classroom webpage that has basic information about my classroom and curriculum including study guides, notification of upcoming evaluation, assessment criteria of projects, class expectations, and other information parents may find useful.
* Level 4: I use a webpage or web interface to my grade book to provide real-time information to parents about individual student’s progress in my class. I formally work with parent organizations to teach parents how to access school information electronically.

**20. Assistive Technologies for students with language and learning needs**

* Level 1: I am not aware of how technology can help students with limited English proficiency, learning problems or with physical or mental limitations.
* Level 2: I work with students who may bring with them special devices that allow them to work and communicate in the classroom. I allow some students to use electronic aides to help meet language or special learning needs.
* Level 3: I use technology when appropriate to help students with special learning needs. These may include detailed individualized education plans, specialized communications devices, or other compensatory devices.
* Level 4: I can determine multiple uses for the technology we own and I am willing to provide professional growth opportunities for other teachers in the use of technologies.

**21. Planning for Access**

* Level 1: I do not require my students to use a computer.
* Level 2: My students access the Internet for basic skill development and other software programs during class time. I do not require them to use a computer outside the school day.
* Level 3: My students work on long range projects using district purchased Internet resources and the above listed programs. I do not require them to complete work outside the school day.
* Level 4: I am aware that many of my students do not have Internet access at their homes. My students are unable to complete some higher level thinking projects without the use of a computer. I notify students and parents of deadlines for completion of long-range projects and share with students where they can access a computer after school hours. I advocate for after school access to the library media center and computer labs. I notify the public library of the assignment. I never require my students to complete an Internet assignment over the weekend.
* List the software programs you require your students to use.

**22. Research and Evaluation of Technology Use**

* Level 1: I have not attempted to determine whether the use of instructional technology has made a difference in my student’s learning or classroom climate.
* Level 2: I gather, use, and share anecdotal information and observations about student use of technology in my classroom.
* Level 3: I apply action research and aggregated data to determine accurately whether the technology and methodology I am using has an impact on how well my students learn.
* Level 4: I participate in formal studies of the impact of technology on student learning conducted by professional groups and academics. I have designed such studies as part of my own professional education. I report electronically and in print the findings of my research to other professionals.

**23. Data Analysis**

* Level 1: I have not used *Just 5 Clicks*, Measures of Academic Progress (MAP) data, DPI WINNS Site, or the data available from specific software to analyze my students progress..
* Level 2: I gather, use, and share anecdotal information and observations about student use of technology in my classroom.
* Level 3: I apply action research and aggregated data to determine accurately whether the technology and methodology I am using has an impact on how well my students learn.
* Level 4: I participate in formal studies of the impact of technology on student learning conducted by professional groups and academics. I have designed such studies as part of my own professional education. I report electronically and in print the findings of my research to other professionals.

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**Reflection – not part of the self-assessment**

**Sample Professional Growth and Leadership Goals** (Check all that apply)

* I will reflect on the various levels indicated above and prioritize needs based on building and professional development goals.
* I will help develop the district’s information literacy curriculum, assessment tools and activity examples.
* I will examine my instructional units to determine if projects or lessons that teach information literacy skills exist.
* I will review the literature for current model lessons that integrate technology and information literacy,

especially as it applies to using primary sources of information and data gathering techniques.

* I will plan and co-teach at least one project that has information literacy/technology skills and use of primary source data to help answer research questions.
* I will assess student work on these projects using tools that determine whether individuals met the benchmarked level of performance and use the findings as part of the student’s grade, portfolio, or progress report.
* I will examine the performance data for my classes and aggregate it to determine the efficacy of the activities and instruction and/or the validity of the benchmarks. I will share my findings through in-district workshops or on staff development days.
* I will take a college class, seminar, or workshop on information literacy and/or research methods using primary data.
* I will take a college class, seminar, or workshop on digital storytelling.

**My portfolio might include:**

* Descriptions of units co-taught with the library media and technology specialist that have information literacy objectives as well as content objectives, including the use of primary sources.
* Assessment tools to use with students on these projects
* The URL to the districts curriculum that includes the integration of WI Model Academic Standards for Information and Technology Literacy and local grade level benchmarks.
* Personal journal/reflections on co-teaching information and technology literacy skills including what does and does not work well